VT ENGLISH EDUCATION

TEACHER’S NAME:PAIGE HORST LESSON DATE AND TIME:10/24

ROOM NUMBER: # OF STUDENTS:9

ENDURING UNDERSTANDINGS/UNIT GOALS: Students will understand that writing creatively is a way to comprehend fictional texts.

ESSENTIAL QUESTION: How do “good readers” experience text? How may a reader respond in a creative way to a text? Writing to learn.

STANDARDS ADDRESSED: Reading 6.5, 7.5, 8.5: The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry. 8.5 a-k: Demonstrate comprehension of fictional texts.

l) Use prior and background knowledge as a context for new learning.

m) Use reading strategies to monitor comprehension throughout the reading process.

Writing: 8.7: student will writing in a variety of forms including narration, exposition, persuasive and informal.

LESSON OBJECTIVE(S):

Students will define foreshadowing. Students will respond to fictional text in writing. Students will create original pieces which expand and extend a fictional narrative.

MATERIALS NEEDED:

Pencils, pens, paper.

TECHNOLOGY/21ST CENTURY LEARNING:

TEACHING/INSTRUCTIONAL PROCESS:

1. Anticipatory Set/Hook: I begin by activating prior knowledge of foreshadowing and suspense, then read a “scary surprise story.”

2. Process:

A. Check for pens, pencils for everyone.

B. Tell the class that we are going to experience a story by a master short story writer.

C. Read story aloud.

D. Give students list (or write on board or smart board) of six genres. (Poetry, drawing, obituary, editorial, etc.)

E. Ask students to choose one genre from the list and respond to the piece that was just read.

F. Give 5-7 minutes.

G. Ask students to share their creative pieces.

H. Short discussion of foreshadowing and suspense.

3. Check for Understanding/Closure:

Ask students for attention. Verbal assessment of their understanding: “think about the book you are reading, can you find examples of foreshadowing in that? What about movies? Television?

INDEPENDENT PRACTICE: Students take their books and go do independent reading in order to practice visualization.

DIFFERENTIATED INSTRUCTION:

CONFERENCING WITH STUDENTS DURING INDEPENDENT READING TIME. INDIVIDUAL THINK ALOUDS.

INTERDISCIPLINARY COMPONENTS: How is this lesson tied to other subject areas?

ASSESSMENT/RUBRICS: Conferencing with individual students. Whole class informal assessments like “fist to five.” Exit slips.